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AUTHOR Munoz, RoJean Madsen
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ABSTRACT

This paper presents methods for training Hispanic business students in interpersonal skills, particularly committee membership skills. The paper states that social, managerial, and committee membership skills can be developed by: (1) encouraging task oriented and social interaction among students with different backgrounds and ideas; (2) offering a variety of classroom environments and activities; (3) offering repeated opportunities to practice new skills and behavior with feedback; and (4) allowing class participation at a variety of levels. The traditional case method, small group structured and unstructured methods, individualized case information method, and guided design method are presented as tools for teaching business and social skills, and the individual case information method is recommended as the technique most likely to meet the needs of Hispanic students. The report suggests that teaching methodologies should not require explicit modeling of social skills by the course instructor, but rather, maximize opportunities for all students to experiment with feedback from peers. (JCD)

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SPECIAL NEEDS OF HISPANIC BUSINESS STUDENTS: TEACHING METHODOLOGIES TO DEVELOP SOCIAL SKILLS

RoJean Madsen Munoz
School of Urban Planning and Policy
University of Illinois at Chicago Circle

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SPECIAL NEEDS OF HISPANIC BUSINESS STUDENTS: TEACHING METHODOLOGIES TO DEVELOP SOCIAL SKILLS[1]

RoJean Madsen Munoz
School of Urban Planning and Policy
University of Illinois at Chicago Circle

Interpersonal skills, in particular committee membership skills, are universally recognized as important for managers. This paper discusses why Hispanic students may need help in developing these skills, reviews relevant literature on colleage students' development and committee processes, suggests pedagogical tools for teaching these skills, and briefly reports on experiments employing these tools. Many business educators train both Hispanic and non-Hispanic students. This paper discusses teaching methodologies that can meet the needs of Hispanic and non-Hispanic students.

Interpersonal skills, in particular, committee membership skills, are universally recognized as important - in fact, as determinants of success - for managers.[2] It is clearly important, then, for business schools to make certain that graduates are equipped with these skills. Many Hispanic students do not have opportunities to learn these skills outside the classroom. The teaching methods used in traditional business courses may be used to provide opportunities to learn these skills in class.

HISPANIC STUDENTS MAY NEED SPECIAL HELP IN LEARNING SOCIAL AND COMMITTEE SKILLS FOR BUSINESS

Socialization into a culture invariably prepares persons for the types of roles typical of members of that culture. Inevitably, students' personalities are molded in accord with the experiences and expectations of their families and peers. Those students who have not been socialized to become business managers may need special learning and re-learning opportunities.

There is also some evidence to suggest that students whose native language is not English may have different thought and communication patterns. Even those articulate in English may need special socialization opportunities for learning how members of majority cultures think and use language.

National statistics clearly indicate that Hispanic students are more likely than non-minority students to come from lower- and working-class backgrounds. In 1978, 30.1% of white males and 22.4% of white females employed in the U.S. civilian work force were white collar "professional, technical and kindred workers" or "managers and administrators" [U.S. Dept. of Labor].

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1. Communications should be addressed to RoJean Madsen Munoz, School of Urban Planning and Policy, University of Illinois at Chicago Circle, Bx. 4348, Chicago, Illinois, 60680.

2. For example, Loren B. Belker devotes an entire chapter of the First Time Manager, Amacon, N.Y., 1978, to "Managing, Participating in, and Leading Meetings."

In 1970 only 9.9% of all Mexican-Americans (males and females combined) were in the same categories. Among Puerto Ricans in 1969, 7.6% of males and 8.2% of females held jobs in these categories. [Sowell, 1978, P.375,387]. Given the higher rates of unemployment and larger family sizes of Hispanic groups, at least twice as many Hispanic students have parents who are not managers or professionals, and hence, are not exposed to many of the roles managers play.

The world of managers and professionals is, then "foreign territory" to a disproportionately high number of Hispanic male and female business students. This unfamiliarity most likely means these students are inexperienced in some important roles and skills which hinder their development of self-confidence and their willingness to agressively participate in business organizations. "Unless people not only are, but <u>believe</u> that they are equally able or competent to compete, they will not willingly or successfully integrate themselves with more powerful individuals and groups " [Hennig and Jardin, 1976, P.14].

Hennig and Jardin discuss and document differences between men's and women's self-perceptions and self-confidence. Differences in interpersonal skills are shown to hamper women's confidence and job performance as managers. It seems likely that Hispanic individuals suffer similar disadvantages as managers. Hispanics may not be comfortable or accepted as contributors or leaders of business committees dominated by Anglo men. In an experiment with 156 college students in four-person teams, Webber found that Anglo-American males, three per team, consistently claimed to be and were preceived as holding leadership in the task-oriented groups. "They perceived all minorities as generally following and contributing relatively little. In turn, most minority members did not claim leadership. Those few that did strive for leadership were usually rejected " [Webber, 1974, P.873]. The minorities in this study included American women, American blacks, and foreign Hispanics. (This study by Webber is further analyzed later in this paper.)

Students socialized in Hispanic cultures may have different expectations and experiences in small task-oriented groups or committees. Juralewicz studied the effects of different structures of group participation in decision-making in a factory in Puerto Rico, compared his results to those of Norwegian and American experiments, and concluded that the effect of group processes "appears to vary from country to country depending on cultural traits " [Juralewicz, 1974, P.636].

WHAT GUIDANCE CAN EXISTING KNOWLEDGE AND THEORY OFFER THOSE CONCERNED ABOUT CORRECTING THESE DISADVANTAGES?

Current theory on group and committee process and theory on the development of college students is generally based on studies of Anglo-Americans, usually males. These students constitute a majority of most business students, however, and innovations in teaching methods are thus attuned to

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See, for example, Loraine Obler and Martin Albert, <u>The Bilingual Brain</u>, 1978.

the needs of Anglo-American males. In the absence of evidence about the development of Hispanic and other types of students, we can develop theory-based teaching methods to serve Anglo-American males and try to predict and/or monitor the reactions of other students.

A review of theoretical work is offered here as a partial guide to the identification of instructional methods which meet the needs of all business students. Although these studies purport to address the needs of "college students" or "participants of groups" as collectivities, their work cannot be unquestioningly or confidently generalized to Hispanics, women, and other minority students.

Scholarly study of the development of college students has begun to come into its own in the past decade. William Perry, championing those who believe students develop by progressing unevenly from stage to stage, identified several stages of development and "non-development" in college students. Although Perry's model examines intellectual growth primarily - and not how interpersonal skills are gained - he claims that his work "confirms the desirability of cultural diversity (of student contacts) while pointing toward ways of identifying and supporting those most vulnerable to cultural shock" [Perry, 1968, P.209]. Also, he notes that it greatly helps students to see - and be similarly seen by - others as groping toward the ability to rely on their competence to form opinions and "commitments" or faith in hypotheses [Perry, 1968, P.213]. Opportunities for work in small groups can thus be intellectually and socially beneficial.

Building on Perry's work, more specifically prescriptive developmental models have been constructed. Knefelkamp and Slepitza, for example, have created such a model of the qualitative changes which occur as college students mature. They found the ability to take on new roles to be an important aspect of students' development [Knefelkamp in Parker, 1978, P.137-8]. They imply, however, that students can be expected to tackle new roles only after mastering several other developmental stages, including the ability to process information from a personal perspective, analyze and synthesize this information, be open to alternatives, and assume responsibility for their own opinions and actions [Knefelkamp in Parker, 1978]. Ideally, business education must offer opportunities and encouragement for development of all these aspects of learning and competency - as prerequisites to the acquisition of committee membership skills.

A competing view of the development of college students depicts student progress as more linear, as students develop different aspects of maturity and competence at varying rates. While students may appear to progress through stages, this is "more likely the result of societal or educational demands for certain types of adaptations at different periods in one's life" [Heath in Parker, 1978, P.67].

Heath, a leading theorist of the more continuous developmental school, reports that his "research and teaching experience suggest that cognitive maturation in college may be best facilitated by high motivational involvement and faculty expectations, extensive modeling of alternatives, and close monitoring of very frequent student activities requiring the

special cognitive skills being assessed, with frequent detailed feedback about progress " [Heath in Parker, 1978, P.69]. Heath essentially feels that development is best furthered by course work which changes the classroom environment in ways which require new adaptations of behavior and thought, or disorganizes students while minimizing confusion. Also, he notes that as students find new ways of coping, they need opportunities to repeat and internalize these new behaviors. [Heath in Parker, 1978, P.209].

Group Process Theory

In the mid-1940's psychologists laid claim to the study of group processes, the developing fields of experimental and experiential group psychology. Much of this work, especially the experiential studies, was conducted in industrial or other economic task-centered organizations. Since the 1940's, the major portion of research and theory building has studied the development of interpersonal skills within group processes.[1] Most early studies concerned with cognitive process, however, tended to place primary emphasis on measurement of social-emotional satisfaction. Scholars from a variety of disciplines have only recently begun the task of collecting data and building theory on the processes of effective cognitive and task-specific learning in groups. For example, work in effectiveness groups, which are primarily teaching "effective use of self" in task accomplishment, has been developed by Argyris and Schon [1974] in the area of education and organization development.

In a study which examined several possible determinants of success in problem-solving, Bouchard concluded "there is no question that interpersonal effectiveness is a powerful predictor of problem-solving effectiveness in small groups " [Bouchard, 1969, P.24-25]. Social ability was also found to predict success in small groups. Students' interpersonal effectiveness and social ability are, of course, related to their socialization experiences.

Psychologists and researchers have realized for decades that interpersonal effectiveness is more than a question of an individual's skills. Informal groups ascribe informal leadership to a high status regular drawn from the majority faction. "Various others who differ in important respects are assigned low status, marginal or deviant membership on the group fringe." [Dalton, 1955, P.974]. "The problem for the minority member is that the majority may perceive him or her according to a stereotype." [Webber, 1974, P.874]. Other recent literature, however, suggests that group processes need not perpetuate stereotypes and can, over time, benefit all participants. For example, Thelen discusses roles played within task-oriented groups. Within a group, if norms and roles conflict, those of the higher status persons prevail [Thelen, 1970]. Over time, however, with repeated interaction these norms become mutual agreements - eventually open to change and revision by all group members. Through varied group experiences, all students can learn new ways of perceiving and

1. Mountains of literature deal with T-groups, encounter groups, and gestalt groups, for example.

assessing their own status, learn about others' role expectations, and learn how rewards are gained, status is earned, and how their own role-playing is malfunctional. Task-focused interaction with white males can encourage women and minority group members to begin to learn the ins and outs of the business world - their future business colleagues will be the whites males they sit with in business classes.

This brief mention of group process work cannot pretend to be comprehensive. It is included here to demonstrate that there is a body of research that could be helpful in teaching committee membership skills and roles to business students, including Hispanic students. The literature briefly reviewed here suggests that business education can prepare students for business committee membership roles by:

1) Encouraging task-oriented and social interaction among students with different backgrounds and ideas, especially within small group activities.

2) Offering a diversity of classroom environments and activities.

3) Offering repeated opportunities to practice new skills and behavior with feedback.

4) Allow class participation at a variety of levels, accommodating the different stages or degrees of development students have attained.

A CONTEXT FOR TEACHING METHODOLOGIES: EDUCATORS' EXPECTATIONS AND BEHAVIOR

Perry's school of thought, based on stages of development, suggests that educators must identify and support students' efforts to master new intellectual (and social) roles. The continuous developmental model, championed by Heath, places much importance on faculty expectations. An examination of the factors influencing faculty behavior is, then, relevant to any attempt to prescribe teaching methodologies.

The research of many scholars suggests that the structure of the educational system significantly affects instructors' attitudes, expectations, and behavior. Michael Lipsky, for example, makes several observations about the behavior of primary and secondary-level educators which apply equally well to college-level business educators.

> "The teacher who psychologically abandons his or her aspirations to help children read may succumb to a private assessment of the status quo in education. But this compromise says nothing about the potential of individual children to learn, or the capacity of the teacher to instruct. It is the system of schooling, the organization of the schooling bureaucracy, that teaches that children are dull or unmotivated, and that teachers must abandon their public commitment to educate." [Lipsky, 1980, P.xiii.]

Many aspects of the structure of the typical college-level business school encourage faculty to abandon commitments to aiding in the social development of students, particularly Hispanic students:

Social skills do not appear in the business curriculum; indeed, many students are not even required to take courses in sociology or psychology which might help them recognize the pervasive influence of socialization and cultural background. And, of course, university and college structure isolate business educators from sociologists and psychologists.

Measures of faculty performance do not include explicit recognition of the importance of teaching social skills. For example, students' scores on statistics or accounting exams tend to measure mastery of technical skills only; multiple choice and essay exams in management courses commonly measure students' mastery of written literature and writing skills.

Measures of departmental quality are still further removed from measurement of students' social skills acquired through course work. Graduates' scores on standardized tests such as the CPA exam and the GMAT are unrelated to social skills. Graduates' later performance is undoubtedly affected by social skills, but the typical survey of alumni positions and salaries fails to disclose the role of social skills in alumni success (or failure).

The ways in which faculty are hired and promoted similarly fail to encourage interest in teaching social skills. Faculty are hired because they have demonstrated their interest and competence in a particular type of business skill; mastery of social skills is clearly secondary. Faculty are promoted on the basis of publications and/or evaluations of students or other educators who do not expect them to teach social skills. Business college educators may be ill-prepared to model social skills needed for business, much less to teach them.

Faculty may also be expected to act in ways that reflect personal biases, often incorporating the biases of the large society [Lipsky, 1980, P.111-116]. Even if most students' personal development propels them through the mastery of social skills without helpful classroom experience, Hispanic students may be implicitly stereotyped or rewarded for failing to experiment with new interpersonal and small group roles. "Unsanctioned, persistent differentiation (in this case among students) is supported by the racism and prejudices that promote the society and are grounded in the structure of inequality " [Lipsky, 1980, P.115].

Teaching methodologies must, to be accepted by faculty, be evaluated with respect to these influences on faculty behavior. The acceptable pedagogical tool should ideally:

1) Not require explicit modelling of social skills by the course instructor.

2) Reasonably promise to result in adequate student scores on exams testing mastery of the substantive concepts or skills normally taught in business college courses.

3) Maximize opportunities for all students to experiment with social roles with feedback from peers, as well as the instructor; minimize the instructors' responsibility for recognizing how his/her biases affect students' opportunities for experimentation with social roles.

4) Allow the instructor to measure social skill learning.

In terms of improving faculty-student relationships and the learning environment of the classroom in the long-term, an ideal teaching method would also help faculty identify inappropriate biases and expectations for some types of students and improve the instructor's understanding of social skills, enhancing his/her ability to model behavior and recognize students' needs for help in learning social skills.

EVALUATION OF SOME TOOLS FOR TEACHING SOCIAL AND COMMITTEE SKILLS

Traditional Case Method

Many business schools have incorporated a "case approach" in business courses. Students read a description of a situation facing a decision-maker, and class time is used for discussion of what the decision-maker could or should do. Generally, the entire class is expected to contribute to an unstructured discussion, and students compete for instructor and peer approval of the comments they volunteer. From my own experience, observations, and research, however, I have concluded the straight case approach often seems to accentuate, rather than ameliorate, differences between the social and intellectual performance of white males and women and minority business students.

I do not hold this opinion alone. Reporting on women's participation in M.B.A. classes at Harvard, Henning and Jardin say that, "many women found it hard to participate in class as fully as the case method of teaching required. This was as much because of their doubts as to whether they could or even wanted to compete with the men in the class, as it was due to the responses they received when they did participate " [Henning and Jardin, 1976, P.22-23]. Henning and Jardin's comment implies that interaction along ethnic lines is probably hindered rather than facilitated in case classes.

Stead and Shin also cite similar problems in seminar-and case-oriented courses: "There always seems to be a relatively small number of students who usually dominate class discussions...(and) there are always some students who are inherently quiet or shy even when they have good points to add to the discussion " [Stead and Shin, 1979, P.9]. Feedback and role experimentation in case courses is provided, then, primarily to the dominating students.

The author and several colleagues at Corpus Christi State University have noted the reluctance of Mexican-American students to voluntarily

participate in unstructured class discussions. Several conscientious students were likely to offer insightful comments about class discussion in informal discussions with instructors after class, but did not speak in latter classes, despite explicit encouragement to do so.

Hispanic students might be expected to be uncomfortable in entire-class case discussions for several reasons: Literature comparing the behavior of Mexican-American and Anglo-American students reports that Anglo-American children are more competitive and that this difference is more pronounced in older children [Kagan and Madsen, 1971]. Mexican-American college students might dislike the competition for class attention and recognition of traditional case methodologies or may fear that competitive behavior will be viewed as inappropriate by Mexican-American classmates. Some Hispanic students may also hesitate to speak in class for fear that their nonstandard grammar and accent will be ridiculed [Spalding, 1970]. These students may be unwilling to speak in large groups of students whose reactions and attitudes are unknown.

Small Group Methods

Several variants of the case approach have incorporated the use of small groups in class discussion. These small group methods offer several advantages; most importantly, perhaps, students who are uncomfortable speaking in large classes are given opportunities to "practice" speaking in less threatening, smaller groups. Committee skills may also be learned; the small group more accurately resembles the types of management teams many business students will work in after finishing school.

In classes containing a mix of students, the socialization process of small group discussion can benefit everyone. Hispanics and majority-culture women are given opportunities to act as colleagues of majority-culture males. Anglo men who are socially isolated from most such contacts are encouraged to develop broader socialization skills also.

Unlike a more typical case pedagogy, small group exercises allow the instructor many tools with which to shape and encourage active participation of all students. The instructor may structure the make-up of groups to ensure interaction among diverse types of students or group students according to ability, allowing each group to progress at its own pace. The instructor may monitor group processes, encouraging all students to participate and, possibly, grading each group on its success in involving all group members. Roles can be assigned within each group.

a) Unstructured Small Group Methods

Several small group techniques have been developed and used in business classes [Stead and Shin, 1979]. Most are unstructured in the sense that a problem is presented to the group, but the group is expected to manage its

own group processes and is free to pursue any problem-solving approach.

Using an unstructured small group method, Webber assigned students to four-person teams, each with three Anglo-American males. The fourth group member was Anglo-American female, Black female, foreign Hispanic male, or some other type of foreign student. Group leaders, as perceived by group members, were Anglo-American males. Minority members (including the females) were perceived by the Anglo-American males as followers and were thought to contribute little to the groups. The minority members did not perceive themselves as leaders, although some did not perceive their contribution to the group to be as marginal as the Anglo-American males described it [Webber, 1974].

Webber reports that the 156 students worked on cases, were given no instructions, and handed in group reports. The group grade became the grade awarded each group member. Individual students were neither penalized nor rewarded through course grades for their contribution to the group.

Webber held unstructured interviews with each group and reports that "the majority (American white males) seemed to expect minority non-conformance (not attending meetings, arriving late and unprepared, or not sharing equally in work) and perhaps even to prefer it." Perhaps the unstructured nature of the group task contributed to early exclusion of minorities, possibly explaining the stereotypically passive behavior of females and the non-participation characteristic of Latin American males in the study [Webber, P.881-884]. Perhaps, also, the threat of the group grade inhibited the American white males' willingness to be flexible enough to allow participation of the minority students, whose behavior might be difficult for majority-culture individuals to predict.

b) Guided Design

Another small group pedagogical tool, Guided Design, was developed for engineering students by Charles E. Wales and Robert Stager [Wales and Stager, 1978]. The Guided Design format attempts to reduce the emphasis on competition, replacing it with incentives for cooperation in task completion. Not only is this likely to be more palatable to many women and minority students, it may well be more representative of the business climate these students will enter. Guided Design revolves around small groups' efforts to solve a structured series of small problems within the context of a single case situation. "Student groups must deal with each step in order and are not permitted to progress to a new step until they have adequately considered and dealt with the preceding one. "Students work in class groups of four to seven members, and it is as a group that they formulate their plan for tackling each step" [Wales and Stager, 1978, P.1.1]. Feedback is provided as each task is completed.

Because problem-solving is broken down in separate but logical steps, students have more opportunity to ask questions and fully understand each

step in the problem-solving process of the case. When classes contain students with varying degrees of preparation and ability, a Guided Design format assists the instructor in controlling the pace of class progress. Tutoring that occurs within the groups potentially benefits all students involved.

> "It (Guided Design) is based on the conviction that the student who works through an ascending order of well designed problems, the student who is actively seeking solutions to problems rather than passively assimilating knowledge, will emerge not only better educated but far stronger intellectually." [Wales and Stager, 1978, P.1.1.]

For students whose life experiences have not provided many models of unsupervised, skill-based problem solving in work situations, this can be a valuable tool for motivating thorough learning of the subject matter. Rather than being a gimmick which distracts students from the subject of the course, Guided Design provides opportunities for practice and immediate feedback on problem-solving success within the subject matter of the case used.

I conducted a small experiment with Guided Design in business statistics classes which included twenty-six students; sixteen Anglos, four Chicanos, three Chicanas, two black Americans, and one foreign Chinese student. The study conditions and results are reported in another paper [Madsen Munoz, 1981] and will only be summarized here.

Students were assigned to groups, maximizing minority/Anglo and male/female diversity. Grades were awarded on the basis of individual papers that described or analyzed the work completed by the group. Group leaders were not assigned. Groups were required, however, to reach apparent agreement on the solution to each task before progressing to the next task.

The small sample does not permit firm conclusions, but the results can guide the formulation of hypotheses:

On a questionnaire filled out before the groups were formed Chicanas reported having experience with the least number of group roles, particularly as "idea presenters" and "objectors." Chicanos reported experience with more roles, but fewer than Anglo males. The Chicanos were, however, more experienced as "decision-makers."

Although they claimed to be experienced as "decision-makers," this was a role that three of the four Hispanic males indicated they wanted to practice in class. Male Anglos and female Hispanics felt the need to learn the largest numbers of new roles; Hispanic males the fewest. A tentative explanation is that male Anglos are more aware of the importance of being able to play several roles in committees and groups, and female Hispanics feel least prepared to function in small groups.

The roles a majority of students wanted to practice were "idea presenter" and "idea evaluator," skills which only a few students practice in a more

traditional entire-class case format. Less than ten percent of the students wanted to be non-participants.

Students also filled out a post-exercise questionnaire on the roles they had played during class. Seven, or 50%, of the instances of experimentation with new group roles was done by Hispanics (27% of the total sample). Five of these involved Hispanic women, two were experiments of Hispanic men. Hispanics were, however, most likely to set goals for learning roles which they did not achieve. Eight of the eleven instances of this involved Hispanics. Only three of these involved Hispanic males, but these men set fewer goals for themselves.

Of the entire group of students, about 15% found the exercise a very helpful way of learning roles, 58% thought it was somewhat helpful, and 27% felt it was not good for role-learning. Sex differences in assessment were minimal, but Hispanic males were decidedly more negative and Anglo males were somewhat more positive than females about the exercise as a tool for learning group skills. Male Hispanics' lower goals for role-learning may explain their negative view of role-learning in the Guided Design exercise, but it may also be true that this class format is not helpful to this group.

Guided Design was, on the basis of this small sample, assessed as effective for teaching statistics and group roles. Later performance on an objective exam on the topics covered in the case was generally typical and individual exercise-related papers submitted by students were, in the author's judgment, unusually good. Social interaction among class participants was clearly altered. Informal socializing before and after class increased greatly and crossed sex and ethnic lines more than was previously typical. This was noted by the author and several students.

Hispanics' performance in this experiment cannot be directly compared to Webber's experimental results; his experiment included only foreign Hispanic males and measured group members' perceptions rather than self-reported goal achievement. Very small samples of Hispanic males also prohibit definitive conclusions. Tentatively comparing his results to mine, however, suggests a pattern of Hispanic male withdrawal from small groups in class. It could also be hypothesized that male Hispanic students are reluctant to participate in groups when they do not believe they will be allowed to make decisions for the group.

In a study of the attitudes of Anglo-American and Mexican-American college students, Ramirez found Mexican-American students to value obedience and respect for authority more highly than the Anglo-Americans [Ramirez, 1967]. He interpreted his results as suggesting that Mexican-American students have conflicting attitudes about their rights to equal participation, adherence to the status quo, exclusion from leadership and, in some cases, participation in situations dominated by Anglos. These conflicting attitudes might explain Hispanic males' preferences to withdraw from small groups in class. A study of "Americanizing" Puerto Ricans also describes difficulties in adapting to poorly defined social roles [Fernanado-Marina, 1958].

Fernandez-Marina also found confused, resentful attitudes toward authority [Fernandez-Marina, 1958]. Hispanic males' respect for authority may include a predisposition to view themselves as either the "authority" or the "subject." If Hispanic males view group participation in terms of these polar extremes, withdrawal from groups including Anglo males (not easily dominated) would be expected. This hypothesis could also explain Chicanos' lack of interest in learning group roles other than "decision-makers;" all other group roles may be viewed as cooperation with Anglo domination.

If these hypotheses are true, business faculty should make special efforts to provide models of behavior which is neither domination nor submission and to identify teaching methods that encourage male Hispanic students to develop new social skills for business. Anglo males and female students do not share Hispanic males' behavior patterns and, in work situations, this behavior may well reinforce the social stereotype of the unmotivated or underachieving Hispanic male.

Chicanas took advantage of the opportunties to experiment with new roles in the Guided Design exercise, although these same women had not previously participated in class discussions. Research that can determine whether this behavior is typical and explain why these reactions occurred is needed. A tentative hypothesis for investigation can also be developed from the literature on Hispanic cultural values:

Ramirez found that Chicanas valued conformity and submission to authority even more highly than Chicanos. But Hispanic females, unlike Hispanic males, are not socialized to expect to play overtly dominating roles, and, in fact, may value opportunities to play cooperative roles [Stevens, 1973]. It might be expected, then, that Hispanic females would participate actively in small group situations that minimize intra-group competition and confusion about group tasks. The structure of Guided Design's clearly defined tasks and/or assignment to clearly-defined responsibilities as group members may encourage Hispanic females to experiment with a variety of group roles, in the spirit of cooperation.

Individualized Case Information Methods

Another variant of the small group task-oriented exercise, for want of a formalized label, will be referred to as the "individualized case information" method. The American Hospital Association has developed this type of case exercise, used to train hospital employees to participate in decisions about purchases of medical equipment. Participants (or students) are divided into groups, assigned to assume the identity of a particular individual involved in the case and given case materials summarizing the information available to that individual. The groups are then instructed to analyze an issue but warned that each group member has exclusive access to some relevant information.

The performance of Hispanics or other minority individuals in "individualized case information" classes has not been studied. This method would appear to offer some solutions to the problem of Hispanic male withdrawal or non-participation, while offering the other benefits of small group teaching

methods. The individualized information case method may meet the hypothesized special needs of Hispanic females for structured interaction and cooperation. The group, regardless of its make-up, faces incentives to involve all members; Hispanic males need not doubt that they will be listened to carefully, at least when they offer information.

If a group grade were awarded, other group members might be more willing to encourage male Hispanics to feel accepted as group members and to experiment with more group roles. The significance of awarding grades based on the quality of a group report vs. grades based on individual reports is unclear. The need for additional research is apparent.

Committee membership and social skills are important to later success in business, and business colleges could use innovative teaching methods to teach these skills in traditional business cirricula. Hispanic students may need special opportunities to learn social and committee skills, and teaching materials which can meet these students needs should be developed and tested. Traditional case formats, unstructured small group techniques, Guided Design, and individualized case information methods have been discussed, and the individualized case information method is suggested as the pedagogical tool most likely to meet the needs of male and female Hispanic students. In conclusion, it should also be noted that any small group teaching method which effectively increases Hispanic participation and learning may be expected to change the attitudes of Anglo students toward Hispanic students, as well as faculty members' opinions and expectations.

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